Using Data to Understand and Address Challenging Behavior

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Lise Fox, University of South Florida
Our Discussion

• National Center for Pyramid Model Innovations
• Pyramid Model for promoting social and emotional competence
• Using data for decision-making
• Data tools: Implementation fidelity
• Data tools: Tracking and problem solving challenging behavior
Technical Assistance (TA) Center on Positive Social, Emotional, & Behavioral Outcomes for Young Children

- ED’s Office of Special Education Programs (OSEP) Technical Assistance Investment
- **Focus:** Improving social, emotional, and behavioral outcomes for young children birth-five with or at-risk for developmental delays or disabilities
- **Project period:** Up to 60 months
National Center for Pyramid Model Innovations

- An early childhood multi-tiered systems of support (MTSS) framework focused on improving social, emotional, and behavioral development that
  - integrates evidence based practices;
  - addresses the needs of infants and toddlers as well as preschoolers;
  - reduces inappropriate discipline practices affecting young children of color;
  - increases inclusion and ongoing participation of young children with disabilities in early childhood settings;
  - promotes family engagement; and
  - is relevant for various early childhood settings.
National Center for Pyramid Model Innovations

• Improved State and local capacity to support, scale-up, and sustain the implementation of the early childhood MTSS framework; and

• Increased State and local implementation of the early childhood MTSS framework using reliable and valid tools and processes for:
  • evaluating the fidelity of the implementation and
  • measuring improvements in young children’s social, emotional, and behavioral outcomes, and
  • measuring reductions in behavior incidents, suspensions, and expulsions.
National Center for Pyramid Model Innovations (NCPMI)

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  - Rosemarie Allen
  - Amy Hunter
  - Glen Dunlap
  - Judy Carta
  - Kathryn Bigelow
Pyramid Model

Tertiary Intervention  Few

Secondary Prevention  Some

Universal Promotion  All

A Framework of Evidence-Based Practices
Program-Wide Implementation
Guided by the Leadership Team

- Leadership Team
  - Data Decision-Making
  - Examining Implementation and Outcomes
- Staff Buy-In
  - Continuous Professional Development & Classroom Coaching
- Family Engagement
  - Procedures for Responding to Challenging Behavior
- Program-Wide Expectations
  - Data Decision-Making
  - Examining Implementation and Outcomes
Three Critical Questions

1. Are we doing what we said we would do?
2. Is it making a difference?
3. What do we do next?
Data Decision-Making

- Implementation
  - Benchmarks of Quality
  - TPOT, TPITOS, EIPPFI
  - Coaching Logs

- Child
  - Behavior Incidents (BIR)
  - Rating Scales
  - Curriculum-based progress monitoring
  - Behavior/skill progress monitoring

Tools and Resources on [www.challengingbehavior.org](http://www.challengingbehavior.org)
Look in the Implementation/Data Decision-Making section
The process for data use is as important as the collection of data.
Pair-Share

• What data do you have in your program related to the Pyramid Model or improving for practices for social emotional outcomes?
• How are those data used to strengthen implementation of evidence-based practices and outcomes for children?
### Data Decision-Making

- A data culture that understands that data may be used in multiple ways
- Having consensus on the purpose for using data
- A “data system” that includes roles & responsibilities for using data (state/district or program/classroom)
- Multiple sources and types of reliable and valid data
- Data summarized in user-friendly manner
- Data summaries that are matched to guiding questions for problem solving
The Classroom Coach Reflects on Data

• https://youtu.be/8MmCtW-xmdA
Organizing for an effective problem solving conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute.

Data-Based Decision Making Cycle

LOOK

THINK

ACT

Implement Plan of Action

Evaluate Impact of Plan
Look-Think-Act
Guiding data decision-making!

Early Childhood Program-Wide PBS Benchmarks of Quality
TPOT/TPITOS
Coaching Classroom Teachers
Implementation Infrastructure

- Benchmarks of Quality
- Next steps for program
- Growth in implementation
**Pyramid Model Early Intervention (Part C) Benchmarks of Quality**

**version 1.0**

November, 2018

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Questions/Concerns: veguilla@ufl.edu

Click here for data entry tutorial

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**Instructions**

- Enter your program name
- Enter your program location
- Enter the names of the team members completing the BoQ

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**Pyramid Model Early Intervention (Part C) Benchmarks of Quality**

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Indicators</th>
<th>Implementation Components</th>
<th>Type in Date</th>
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<tbody>
<tr>
<td><strong>Leadership Team</strong></td>
<td>1</td>
<td>Leadership Team has broad representation that includes at a minimum an educational leader, a lead teacher, an administrative leader, parent, staff, and other program personnel.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The Leadership Team meets regularly to establish and update the plan for implementing the Pyramid Model, which includes all school-wide initiatives.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The Leadership Team meets regularly to establish and update the plan for implementing the Pyramid Model, which includes all school-wide initiatives.</td>
<td>2</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Program Summary</th>
<th>BoQ Data Entry</th>
<th>Graph</th>
</tr>
</thead>
</table>

**Notes:**
- Type in the Date of when the BoQ was completed.
- Enter a rating of either 0, 1, or 2 for each indicator.
BoQ Graph

Pyramid Model Early Intervention (Part C) Benchmarks of Quality

<table>
<thead>
<tr>
<th>% of Indicators</th>
<th>03-07-19</th>
<th>10-4-19</th>
<th>4-20-20</th>
</tr>
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<tbody>
<tr>
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<td>30%</td>
<td>30%</td>
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<tr>
<td>Partially in Place</td>
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<td>70%</td>
<td>70%</td>
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<tr>
<td>In Place</td>
<td>0%</td>
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<td>0%</td>
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</table>

<table>
<thead>
<tr>
<th># of Indicators</th>
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<th>Partially in Place</th>
<th>In Place</th>
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<td>Staff Readiness and Buy-In</td>
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<tr>
<td>Family Engagement</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Building Staff Capacity</td>
<td>4</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Providing Interventions to Children with Persistent Challenging Behavior</td>
<td>3</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Monitoring Implementation and Outcomes</td>
<td>7</td>
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<td>0</td>
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<tr>
<td>Date</td>
<td>Leadership Team</td>
<td>Staff Readiness and Buy-In</td>
<td>Family Engagement</td>
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<tr>
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<td>-----------------</td>
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<td>0.00</td>
<td>0.25</td>
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<tr>
<td>10-4-19</td>
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<td>1.67</td>
<td>1.25</td>
</tr>
<tr>
<td>4-20-20</td>
<td>1.83</td>
<td>2.00</td>
<td>1.50</td>
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Implementation of Practices
Teaching Pyramid Observation Tool

• Observation- and interview-informed, judgment-based rating scale

• Developed to assess teachers’ implementation of universal and targeted Pyramid Model practices and teachers’ capacity to implement tertiary practices
Early Intervention Practices

- Completed by Practitioner Coach
- Observation, report, documents
- Practice indicators by key practices
Practitioner Coaching

- Action Plan
- Goals
- Cycles
- Strategies
  - Observation
  - Debrief
- Time
Coaching Strategies Used During Focused Observations

1. Observed live:

While observing, the coach takes notes about the early interventionist’s guidance of families to implement Pyramid Model practices and watches the interactions and use of practices with the family. Without other coaching strategies, live observation is scheduled to offer observation of activities when the provider will be implementing action plan goals or practices.

Example: The coach sits down or stands in a place where they can observe the early interventionist’s implementation of Pyramid Model practices related to the action plan.

2. View Video Recording:

The coach views video of the early interventionist engaged in coaching with the family member. The video observation is for developmental feedback and outcome assessment, as the coach can use the video as an example of the Pyramid Model practices related to the action plan.

Example: The coach views video provided by the early interventionist with the family, or the early interventionist. The coach watches video to note strengths in implementing Pyramid Model practices with the family and to identify opportunities for strengthening Pyramid Model practices.

3. Modeled:

Verbally, gesturally, physically or in a visual schedule, this exemplifies the coaching or modeling skills of the early interventionist, the coach, or the family. The coach should use modeling and feedback on the early interventionist’s and family’s performance.

Example: The coach demonstrates how to use a visual schedule with a child during an observation session. The coach demonstrates how to ask the family member about the child’s self behavior during the session.

Definitions of Early Intervention Practitioner Coaching Strategies

8. Helped with Environmental Arrangements:

Coach assists the early interventionist in creating or adapting the environment to support the implementation of Pyramid Model practices by the caregiver.

Example: The coach might help the early interventionist to create a visual schedule by making it more functional or by setting up the environment to facilitate the child’s participation in an activity or interaction.

9. Other Help during the Home Visit:

During other things during the home visit that are not related to the implementation of Pyramid Model practices but help establish the caregiver/practitioner relationship.

Example: Helping to organize materials, interacting with siblings, picking up materials while the early interventionist talks with the family.

Types of Coaching Strategies Used During Debriefing Meetings

1. Problem-Solving Discussion:

A verbal interaction between the coach and early interventionist designed to lead the practitioner through a process of problem solving, identifying an implementation issue, generating options to address the issue, deciding on a possible course of action to address the issue, implementing the course of action, and evaluating the results.

Example: After observing a specific event or situation, the coach has a discussion with the early interventionist about how to implement a practice. The early interventionist and the coach identify the early interventionist’s challenge in using the Pyramid Model practices. The coach helps the early interventionist generate potential solutions to address the concern, discuss a course of action to be taken, and agree to evaluate results, often as part of the next coaching session.

2. Reflective Conversation:

A verbal interaction that includes a brief exchange between the coach and early interventionist that is focused on reflection (i.e., how do you think it went? What additional support do you need?) or exploring the experience (e.g., did anything interesting or unexpected happen?). The goal is to encourage the early interventionist to think about their actions, the situation, the practice, and the experience of the coaching session. Reflection is an important part of implementing Pyramid Model practices. No corrective or directive statements are used. Instead, the coach offers a question to encourage reflection (i.e., “How do you think the caregiver used the Pyramid Model practices?”). Reflective conversations can focus on perspectives, feelings, interpretations, or use of practices.

Example: During a debriefing, the coach might ask the following:

- “Tell me what happened when you tried to use the visual schedule. Why do you think the child responded that way?”
- “What do you think the child did not respond to your questions about how the child responded to the new bedtime routine. What do you think is going on?”

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Measures

• #/\% of Practitioners receiving coaching
• Number of action plan goals – developed, \% completed
• Number of complete cycles
• Time: observation/debriefing
• Strategies used by coaches
### Action Planning

<table>
<thead>
<tr>
<th>EI ID</th>
<th># of Attempted Cycles</th>
<th># of Completed Cycles</th>
<th>% Cycles Completed</th>
<th>Total Duration Across Focused Observations</th>
<th>Average Duration Across Focused Observations</th>
<th>Total Debriefing Duration</th>
<th>Average Debriefing Duration</th>
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<td>4</td>
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<td>DS3</td>
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<td>4</td>
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<td>120</td>
<td>30.0</td>
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<td>DS5</td>
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<td>DS7</td>
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<td>4</td>
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<td>95</td>
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<td>120</td>
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<td>SP1</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>85</td>
<td>21.3</td>
<td>130</td>
<td>32.5</td>
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</table>
Observation Strategies Used Across All Coaching Cycles for All Early Interventionists

- 100% Observed live
- 90% Viewed video recording
- 80% Modeled
- 70% Collected data
- 40% Verbal support
- 30% Side by side gestural support
- 20% Supportive feedback
- 10% Helped with environmental arrangements
- 5% Other help during the home visit
- 0% Other
Debriefing Strategies Used Across All Coaching Cycles for All Early Interventionists

Tiffany
What is the BIRS 2.0?

• The Behavior Incident Report System (BIRS) collects and analyzes behavior incidents in early childhood settings – similar to tracking of Office Discipline Referrals; BUT DIFFERENT

• Initially developed in 2010 (TACSEI); revised by the Pyramid Equity Project
  • Alerts disproportionate discipline
  • Tracks suspensions and expulsions

Get your copy on www.challengingbehavior.org
Excel spreadsheet housed on your network
Provides analyses on behavior incident frequency with the ability to analyze at the program, classroom, and child levels
Analyze across all main categories (i.e., Problem Behavior, Activity, Possible Motivation, etc.)
Provides metrics for reviewing disproportionality at the program level

The BIRS Data Analysis Tool
BIR Analysis as a Powerful Tool

Data that guide decisions related to behavior prevention and response

Data for identifying and addressing concerns related to discipline responses

Summary data for challenging behavior across classrooms that provides who, when, where of incidents and how adults respond that might inform program practices

Data to identify children and teachers in need of support
Behavior Incident Report (BIR)

- Form for recording serious behavior incidents and child demographics
- Generate graphs that reviewed by the leadership team
- Analyze across children, across teachers, individual children, identify potential issues of disproportionality.

Goal is to support the child, teacher, and consider actions needed for program improvement
## BIR Form

- **Categories:**
  - Problem Behavior
  - Activity
  - Others Involved
  - Possible Motivation
  - Response
  - Administrative Follow-up

### Behavior Description

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Physical aggression</td>
<td>Non-compliance</td>
</tr>
<tr>
<td>Disruption/Tantrums</td>
<td>Social withdrawal/isolation</td>
</tr>
<tr>
<td>Inconsolable crying</td>
<td>Running away</td>
</tr>
<tr>
<td>Verbal aggression</td>
<td>Breaking/Destroying objects or items</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Unsafe behaviors</td>
</tr>
<tr>
<td>Repetitive behaviors</td>
<td>Hurting self</td>
</tr>
<tr>
<td>Trouble falling asleep</td>
<td>Other:</td>
</tr>
</tbody>
</table>

### Activity

- **Check one**
  - Arrival
  - Circle/Large group activity
  - Small group activity
  - Centers/Indoor play
  - Diapering
  - Meals

- **Other:**
  - Outdoor play
  - Special activity
  - Field trip
  - Self-care/Bathroom
  - Transition
  - Clean-up

### Others Involved

- **Check one**
  - Teacher
  - Assistant Teacher
  - Peers
  - Therapist

- **Other:**
  - Family Member
  - Support/Administrative staff
  - Substitute
  - Classroom volunteer

### Possible Motivation

- **Check one**
  - Obtain desired item
  - Gain adult attention/comfort
  - Avoid sensory

- **Other:**
  - Obtain desired activity
  - Avoid adults
  - Avoid task
  - Avoid peer attention
  - Obtain sensory

### Response

- **Check one or the most intrusive**
  - Verbal reminder
  - Redirect to different activity/toy
  - Move within group
  - Move from activity
  - Remove from area
  - Remove item

- **Other:**
  - Provide physical comfort
  - Curriculum modification
  - Re-teach/Practice expected behavior
  - Loss of activity
  - Time with a teacher
  - Time in a different classroom

### Administrative Follow-Up

- **Check one or the most intrusive**
  - Not applicable
  - Targeted group intervention

- **Other:**
  - Temporary removal from classroom
  - Send home for remainder of day
  - Sent home for 1 or more days

### Comments

If this is the first BIR for the child, please select the following demographic information:

- **Male**
- **Female**
- **IEP in place**
- **No IEP**
- **Dual language**
- **Select ONE**
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic/Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or more races
  - White

Program ID:
## BIR Analytic Elements

<table>
<thead>
<tr>
<th>Measure</th>
<th>Analysis</th>
<th>Factors</th>
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<tbody>
<tr>
<td>Behavior incident frequency</td>
<td>Program</td>
<td>Type of Problem Behavior</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td>Activity</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>Others involved</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy/Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative follow-up</td>
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<td>Disproportionality</td>
<td>BIR</td>
<td>Race/Ethnicity</td>
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<td></td>
<td>Composition</td>
<td>Gender</td>
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<td></td>
<td>BIR Risk</td>
<td>IEP status</td>
</tr>
<tr>
<td></td>
<td>Risk Ratio</td>
<td>DLL</td>
</tr>
</tbody>
</table>
Tracking Administrative Actions

• Expulsion/Dismissal
• In School Suspension
  • Temporary removal from classroom
  • Time in different classroom or adult outside the classroom
• Short Term Suspension
  • Sent home for remainder of day - Child is sent home for some part of the school day.
• Suspension
  • Sent home for one or more days - Child is sent home and not allowed to return to school for one or more days.
Common Metrics

• Risk ("Risk Index")
  • % of children in a racial/ethnic group who have at least one BIR

• Risk Ratio
  • Risk of one group vs. risk of another group
  • Best single measure to summarize a group’s risk

• Composition
  • % of children who received BIRs who belong to a specific racial/ethnic group

• BIR Composition
  • % of BIRs generated by a specific racial/ethnic group
  • Impacted by children who receive multiple BIRs
**Process**

**Teachers Trained**
- Teachers receive online training on how and when to use a BIR form for a behavior incident

**Complete BIR Form**
- Completed by the classroom teacher or staff member following a behavior incident that is not developmentally normative or is a cause for a concern

**Forms provided to data entry staff**
- BIR Form is provided to a designated person on staff who enters data into the spreadsheet

**Data Analysis**
- The spreadsheet provides a summary of factors for examining behavior incidents
<table>
<thead>
<tr>
<th>Questions</th>
<th>Data Source</th>
<th>Excel Tab Name</th>
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<tbody>
<tr>
<td>Is problem behavior increasing or decreasing?</td>
<td>• Average Number of Incidents Per Day</td>
<td>• Program Summary</td>
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<tr>
<td>Who are the children that are experiencing challenging behavior?</td>
<td>• Incidents by Child</td>
<td>• Monthly BIRs by Child ID</td>
</tr>
<tr>
<td></td>
<td>• Incidents by Classroom ID</td>
<td>• Monthly BIRs by Classroom ID</td>
</tr>
<tr>
<td>Who are others involved with incidents?</td>
<td>• Incidents by Others Involved</td>
<td>• Others Involved</td>
</tr>
<tr>
<td>When does problem behavior occur – routine/activity? Where does problem</td>
<td>• Incidents by Activity</td>
<td>• Activity</td>
</tr>
<tr>
<td>behavior most frequently occur?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What behaviors are most frequently reported?</td>
<td>• Incidents by Problem Behavior</td>
<td>• Problem Behavior</td>
</tr>
<tr>
<td>Why are children engaging in challenging behavior?</td>
<td>• Incidents by Possible Motivation</td>
<td>• Possible Motivation</td>
</tr>
<tr>
<td>What social, emotional, or communication skills need to be taught?</td>
<td></td>
<td></td>
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<tr>
<td>How are we responding to challenging behavior?</td>
<td>• Incidents by Response</td>
<td>• Response Admin Follow Up</td>
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<tr>
<td></td>
<td>• Incidents by Administrative Follow Up</td>
<td></td>
</tr>
</tbody>
</table>
Monthly Data Review

Total # of BIRs to date: 528
Total # of Children w/ BIRs to date: 37

BIR Summary

- # of BIRs
- # of Children w/ BIRs
- Average # of BIRs per Child w/ a BIR


Graph showing the monthly data review with highlighted data for April.
Who are the children that are experiencing challenging behavior?

Incidens by Classroom ID

Total # of Incidents by Classroom ID

- April
Who are the children that are experiencing challenging behavior?

Incidents by Child ID

Total # of Incidents

- C1: 40
- C39: 5
- C2: 2
- C20: 2
- C31: 1
- C24: 1
- C22: 1
- C9: 1
- C19: 1
- C17: 1
- C4: 1
- C36: 1
- C32: 1
- C21: 1
- C27: 1
- C16: 1
- C3: 1

April
Who are the others involved with the incidents?

- Teacher: 45.26%
- Peers: 20.00%
- Assistant Teacher: 12.63%
- Support/Administrative staff: 8.42%
- None: 8.42%
- Other: 5.26%
- Classroom volunteer: 0.00%
- Substitute: 0.00%
- Family Member: 0.00%

Percentage of total incidents by others involved.
When does the problem behavior occur?

Incidents by Activity

- Transition: 45% of Total Incidents, 41 incidents
- Centers/Indoor play: 30% of Total Incidents, 27 incidents
- Outdoor play: 20% of Total Incidents, 18 incidents
- Circle/Large group activity: 15% of Total Incidents, 13 incidents
- Quiet time/Nap: 10% of Total Incidents, 9 incidents
- Meals: 5% of Total Incidents, 5 incidents
- Departure: 2% of Total Incidents, 2 incidents
- Other: 1% of Total Incidents, 1 incident
- Small group activity: 1% of Total Incidents, 1 incident
- Clean-up: 1% of Total Incidents, 1 incident
- Arrival: 1% of Total Incidents, 1 incident
- Individual activity: 1% of Total Incidents, 1 incident
- Self-care/Bathroom: 1% of Total Incidents, 1 incident
What behaviors are most frequently reported?

Percent of Total Incidents by Problem Behavior

- Non-compliance, 38.95%
- Physical aggression, 25.26%
- Unsafe behaviors, 11.58%
- Breaking/Destroying objects or items, 7.37%
- Disruption/Tantrums, 4.21%
- Running away, 6.32%
- Inappropriate language, 3.16%
- Hurting self, 2.11%
- Inconsolable crying, 1.05%
Why are children engaging in challenging behaviors?

% of Total Incidents by Possible Motivation

- Avoid task, 29.47%
- Gain adult attention/Comfort, 18.95%
- Don’t know, 12.63%
- Avoid adults, 11.58%
- Obtain desired item, 9.47%
- Obtain desired activity, 6.32%
- Other, 7.37%
- Gain peer attention, 3.16%
- Avoid peers, 1.05%
- Obtain sensory, 0.00%
How are we responding to challenging behaviors?

Incidents by Response

- Verbal reminder
- Re-teach/Practice expected behavior
- Physical guidance
- Remove item
- Remove from area
- Redirect to different activity/toy
- Remove from activity
- Physical hold/Restrain
- Time in a different classroom or adult outside of classroom
- Time with a teacher
- Move within group
- Loss of activity
- Provide physical comfort
- Teacher contact family

Total # of Incidents
% of Total Incidents
# Classroom Level

1. Click on **Monthly BIRs by Classroom ID** tab located at the bottom of the spreadsheet.

2. Use the table or bar graph to locate classrooms with a higher number of incidents.

3. Switch to the **Classroom Summary** tab.

4. Select (highlight) the Classroom ID of interest.

5. Review the small table in the right-hand corner to determine the number of children with BIRs in the classroom. *If one child is responsible for the majority of BIRs within the selected classroom, move to Individual Child Analysis.*

6. Scroll down to view all the graphs and table associated with the Classroom ID. View the following information:
   - Incidents by month
   - Incidents by problem behavior
   - Incidents by activity
   - Incidents by others involved
   - Incidents by possible motivation
   - Incidents by response
   - Incidents by administrative follow-up
   - Incidents by time of day

* Guide p. 18
Classroom Level

Total # of Incidents by Classroom ID

Classroom ID

April
## Digging Deeper

<table>
<thead>
<tr>
<th>Classroom ID</th>
<th>Child ID</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>C32</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Total # of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>2</td>
</tr>
<tr>
<td>January</td>
<td>4</td>
</tr>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>28</td>
</tr>
<tr>
<td>April</td>
<td>48</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>
# Individual Child Level

1. Click on the **Monthly BIRs by Child ID** tab
2. Use table or bar graph to look at the Total Number of Incidents by Child ID
3. List children who have a higher number of incidents per month (e.g., > 5 in a month)
4. Switch to **Child Summary** tab
5. Select (highlight) the Child ID of interest
6. Scroll down to view **all** the graphs and tables associated with the Child ID. View the following information:
   - Total incidents over months
   - Incidents by type for current month
   - Activities for current month
   - Motivations for current month
   - Responses for current month

* Guide p. 22
Individual Child Data

Total # of Incidents by Administrative Follow-Up
# Equity Profile Alerts

<table>
<thead>
<tr>
<th>INCIDENT ALERTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Race/Ethnicity Equity Profile</td>
<td>Check Gender Equity Profile</td>
</tr>
<tr>
<td>Check DLL Status Profile</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IN-SCHOOL SUSPENSION ALERTS</th>
<th>OUT-of-SCHOOL SUSPENSION ALERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check IEP Status ISS Equity Profile</td>
<td>Check Race/Ethnicity OSS Equity Profile</td>
</tr>
<tr>
<td>Check DLL Status ISS Equity Profile</td>
<td>Check Gender OSS Equity Profile</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISMISSAL ALERTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Check IEP Status Dismissal Equity Profile</td>
<td></td>
</tr>
</tbody>
</table>

---

![NCPMI Logo](image)
### Race/Ethnicity Equity Profile for Incident Frequency

**Report Date:** 8/28/2018 11:26

**Guiding Question 1:** Are outcomes equitable for all groups?

<table>
<thead>
<tr>
<th>Child Composition</th>
<th>BIR Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>The % of Children with BIRs who belong to a target group; RED cells suggest disproportionality</td>
<td>BIR Rate for group divided by the BIR rate for all other Children. 1.0 is equal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number of Children Enrolled at the School*</th>
<th>Number of Children in Group Who Received a BIR</th>
<th>Total Number of BIRs from Group</th>
<th>Group's Percent of Enrollment</th>
<th>BIR Rate for Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>7.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>10</td>
<td>1</td>
<td>30</td>
<td>3.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>156</td>
<td>29</td>
<td>393</td>
<td>56.5%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>7.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>68</td>
<td>8</td>
<td>298</td>
<td>24.6%</td>
<td>21.1%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>276</strong></td>
<td><strong>38</strong></td>
<td><strong>721</strong></td>
<td><strong>100.0%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Equity Alert BIR

• Of the 38 children who received at least one BIR, 76.3% are Hispanic/Latino; this group comprises 56.5% of the total child enrollment.

• Children identified as Hispanic/Latino receive an average of 2.52 BIRs per child.

• Hispanic/Latino children are 2.48 times more likely to have at least one BIR than all other children.

• Of the 721 BIRs generated, 54.5% were attributed to Hispanic/Latino children.

• Of the 156 Hispanic/Latino children, 18.6% have at least one BIR.
The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Jennifer Tschantz.